

# Batesburg-Leesville Elementary

403 South Lee Street  
Batesburg-Leesville, SC 29070

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	478 Students	
<b>Principal</b>	Dr. Darlene Stephens	803-532-1155
<b>Superintendent</b>	Dr. William Gummerson	803-532-4423
<b>Board Chair</b>	Randy Fox	803-532-4284

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	39	49	4	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Unsatisfactory	No

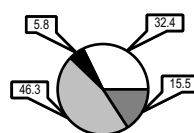
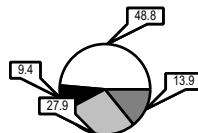
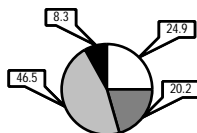
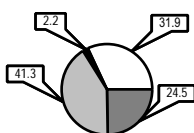
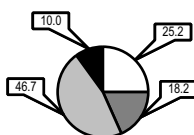
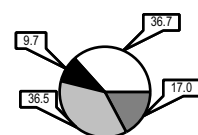
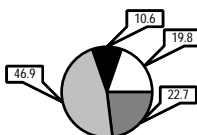
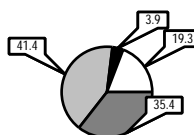
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	475	100.0	31.5	41.0	24.4	3.1	38.4	Yes	Yes
<b>Gender</b>									
Male	246	100.0	36.9	42.5	17.6	3.0	31.8		
Female	229	100.0	25.7	39.4	31.7	3.2	45.4		
<b>Racial/Ethnic Group</b>									
White	242	100.0	18.9	46.4	30.0	4.7	48.9	Yes	Yes
African American	227	100.0	45.3	36.0	17.8	0.9	26.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	407	100.0	25.8	44.0	27.6	2.6	42.7		
Disabled	68	100.0	64.2	23.9	6.0	6.0	13.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	475	100.0	31.5	41.0	24.4	3.1	38.4		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	100.0	31.5	41.3	24.3	2.9	38.2		
<b>Socio-Economic Status</b>									
Subsidized meals	298	100.0	41.9	39.4	17.0	1.8	25.3	Yes	Yes
Full-pay meals	176	100.0	14.9	43.7	36.2	5.2	59.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	475	100.0	24.6	46.8	20.2	8.4	43.7	Yes	Yes
<b>Gender</b>									
Male	246	100.0	25.8	46.4	20.6	7.3	43.3		
Female	229	100.0	23.4	47.2	19.7	9.6	44.0		
<b>Racial/Ethnic Group</b>									
White	242	100.0	12.4	44.6	30.9	12.0	60.1	Yes	Yes
African American	227	100.0	38.3	49.1	8.4	4.2	25.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	407	100.0	19.3	48.7	22.7	9.4	49.0		
Disabled	68	100.0	55.2	35.8	6.0	3.0	13.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	475	100.0	24.6	46.8	20.2	8.4	43.7		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	100.0	24.8	46.7	20.3	8.3	43.5		
<b>Socio-Economic Status</b>									
Subsidized meals	298	100.0	35.0	49.5	10.8	4.7	28.5	Yes	Yes
Full-pay meals	176	100.0	8.0	42.5	35.1	14.4	67.8		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	475	100.0	48.1	28.8	13.7	9.3	23.1
<b>Gender</b>							
Male	246	100.0	46.4	29.2	13.3	11.2	24.5
Female	229	100.0	50.0	28.4	14.2	7.3	21.6
<b>Racial/Ethnic Group</b>							
White	242	100.0	32.2	31.3	21.5	15.0	36.5
African American	227	100.0	65.9	25.7	5.6	2.8	8.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	407	100.0	43.8	30.2	15.4	10.7	26.0
Disabled	68	100.0	73.1	20.9	4.5	1.5	6.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	475	100.0	48.1	28.8	13.7	9.3	23.1
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	100.0	48.2	28.8	13.8	9.2	23.0
<b>Socio-Economic Status</b>							
Subsidized meals	298	100.0	60.6	28.9	7.2	3.2	10.5
Full-pay meals	176	100.0	28.2	28.7	24.1	19.0	43.1

<b>Social Studies</b>							
All Students	475	100.0	31.9	46.1	15.5	6.4	22.0
<b>Gender</b>							
Male	246	100.0	33.9	43.3	15.5	7.3	22.7
Female	229	100.0	29.8	49.1	15.6	5.5	21.1
<b>Racial/Ethnic Group</b>							
White	242	100.0	20.2	48.5	21.5	9.9	31.3
African American	227	100.0	44.9	43.9	8.4	2.8	11.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	407	100.0	27.9	48.2	17.2	6.8	24.0
Disabled	68	100.0	55.2	34.3	6.0	4.5	10.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	475	100.0	31.9	46.1	15.5	6.4	22.0
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	100.0	31.9	46.2	15.4	6.5	21.9
<b>Socio-Economic Status</b>							
Subsidized meals	298	100.0	43.7	43.7	10.1	2.5	12.6
Full-pay meals	176	100.0	13.2	50.0	24.1	12.6	36.8

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	171	99.4	20.6	32.4	40.6	6.5	47.1
	4	162	100.0	28.4	38.9	32.1	0.6	32.7
	5	176	100.0	45.5	48.3	5.7	0.6	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	21.2	38.0	37.2	3.6	40.9
	4	171	100.0	36.7	39.9	20.3	3.2	23.4
	5	157	100.0	36.7	46.0	17.3	0.0	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	171	100.0	22.4	50.6	19.4	7.6	27.1
	4	162	100.0	21.6	43.2	30.2	4.9	35.2
	5	176	100.0	31.3	47.2	17.6	4.0	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	19.7	59.9	16.1	4.4	20.4
	4	171	100.0	25.3	40.5	24.7	9.5	34.2
	5	157	100.0	29.3	40.7	19.3	10.7	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	147	100.0	50.4	33.6	10.9	5.1	16.1
	4	171	100.0	47.5	27.2	15.8	9.5	25.3
	5	157	100.0	48.7	23.3	14.7	13.3	28.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	147	100.0	24.8	46.7	21.2	7.3	28.5
	4	171	100.0	29.1	53.2	12.0	5.7	17.7
	5	157	100.0	42.7	38.7	14.0	4.7	18.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 478)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.3%	Down from 1.6%	3.2%	3.0%
Attendance rate	96.8%	Up from 96.7%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Down from 7.5%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Down from 4.1%	3.6%	3.2%
Eligible for gifted and talented	20.4%	Down from 23.0%	12.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.2%	Down from 12.4%	9.2%	8.2%
Older than usual for grade	1.0%	Up from 0.6%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 33)</b>				
Teachers with advanced degrees	39.4%	Up from 37.1%	53.3%	52.6%
Continuing contract teachers	90.9%	Down from 100.0%	86.4%	83.3%
Highly qualified teachers	83.3%	Down from 87.1%	93.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	94.1%	Up from 93.3%	87.8%	87.0%
Teacher attendance rate	96.4%	Up from 95.7%	95.0%	95.0%
Average teacher salary	\$41,117	Up 4.6%	\$41,486	\$41,703
Prof. development days/teacher	6.3 days	Down from 9.9 days	12.9 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	N/R	18.8 to 1	18.8 to 1
Prime instructional time	92.3%	Up from 90.6%	89.5%	89.8%
Dollars spent per pupil*	\$6,185	Up 1.0%	\$6,150	\$6,242
Percent of expenditures for teacher salaries*	61.3%	Up from 59.2%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

It has been a successful school year at Batesburg-Leesville Elementary School. The school focused its pursuit for academic excellence, strengthened its relationships with parents and community members, and increased academic and extracurricular activities for students.

The implementation of Measure of Academic Progress (MAP) provided a means for teachers and parents to monitor the progress of students in English Language Arts and mathematics. This increased information paved the way for more individualized instruction to address the specific needs of each student.

Additionally, this year's academic focus was in the area of reading, with the knowledge that when a student improves his ability to read, this improves his performance in all subject areas. Teachers participated in a great deal of staff development centered on the teaching of reading. They implemented a new reading curriculum, "We All Can Read," during the regular school day. In the after-school program, teachers implemented the "SOAR to Success" reading program, another program new to Batesburg-Leesville Elementary School.

The school enhanced its relationship with parents and community members through such means as the School Improvement Council, Parent Teacher Organization, business partnerships, Reading Buddies, mentoring program, and Youth Council.

Additional academic and extracurricular activities were provided for students this year through the Math Olympiad program, participation in the South Carolina Regional Science Fair, Step Team, Golf Team, and the addition of a new reading curriculum (SOAR to Success) and math curriculum (Everyday Math) in the after-school program.

This year has been a year of improvement in academics, extracurricular activities, and parental/community involvement. Next year, Batesburg-Leesville Elementary will seek to further strengthen these areas as we continue our pursuit for excellence.

Dr. Darlene Stephens, Principal

Mindy Bundrick, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	149	82
Percent satisfied with learning environment	97.0%	76.4%	69.6%
Percent satisfied with social and physical environment	100.0%	71.2%	72.0%
Percent satisfied with school-home relations	90.9%	84.7%	59.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.